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ABSTRACT

This report contains information on performance-based or competency-based teacher certification in each of the 50 states and the District of Columbia. The existing and/or planned requirements in each of the states for performance-based certification are listed. It is noted that a certification system is considered performance-based when it contains provisions in state regulations providing for performance-based teacher education or accepting demonstrated competency for certification. Therefore, the terms "performance-based" and "competency-based" are used interchangeably. (BRB)

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PERFORMANCE-BASED TEACHER CERTIFICATION:

A SURVEY OF THE STATES

December, 1972

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Bureau of Teacher Education & Academic Credentials
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The information presented in this report is primarily based on direct communication with the State Department of Education of each of the states. It is requested that the author be notified of any changes and recent developments as they occur. The cooperation of those individuals who provided information for this survey is greatly appreciated.

For the purposes of this survey, a certification system is considered performance-based when it has any provisions in state regulations which provide for performance-based teacher education or accpetance of demonstrated competency for certification. Note that the terms "competency-based" and "performance-based" are used interchangeably.

Additional copies of this report will be sent upon request.

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TABLE OF CONTENTS

State	Page
Alabama	1
Alaska	1
Arizona	1
Arkansas	1
California	1,2
Colorado	2
Connecticut	2,3
Delaware	4
District of Columbia	4
Florida	4
Georgia	4,5
Hawaii	5
Idaho	5
Illinois	5,6
Indiana	6
Iowa	6
Kansas	6
Kentucky	6
Louisiana	6
Maine	6
Maryland	6,7
Massachusetts	7
Michigan	7,8
Minnesota	8
Mississippi	8
Missouri	9
Montana	9
Nebraska	9
Nevada	9
New Hampshire	9
New Jersey	9,10
New Mexico	10
New York	10
North Carolina	10
North Dakota	11
Ohio	11
Oklahoma	11
Oregon	11
Pennsylvania	11,12
Rhode Island	12
South Carolina	12
South Dakota	12
Tennessee	12
Texas	12,13
Utah	13
Vermont	13,14
Virginia	14
Washington	14
West Virginia	14
Wisconsin	15
Wyoming	15

ALABAMA

The Alabama State Board of Education passed a resolution requiring the State Department of Education to take initial steps toward performance-based certification. The Department is currently evaluating the concept and information gathered. A good deal of work in performance-based teacher education has been done at Livingston State University.

ALASKA

This state has studied the concept and is just now beginning to move towards a pilot project in coordination with a school district, university, and the State Department. A model is being developed similar to a program in Washington.

ARIZONA

Although the initial certificate is issued upon completion of traditional teacher education programs, there is considerable activity at the present time in the area of re-certification based on performance. In June, the State Board adopted a policy "to renew or issue all certificates other than the Initial Certificate, on the basis of performance criteria." Teacher effectiveness is determined by teacher performance and student behavior and growth utilizing performance objectives. Goals for performance and growth are the responsibility of the local district, including representatives of parents, teachers, school board, students, and administration. The planning, developing, and field testing will be accomplished during 1972-1974 with implementation to begin on July 1, 1974.

ARKANSAS

Currently planning to evaluate performance-based teacher education.

CALIFORNIA

During the 1971 session the California Legislature enacted Assembly Bill 293 (the Stull Bill). Key features are: each school district shall develop its own objective evaluation guidelines; guidelines are to include standards for assessing student progress; assessment of teacher competence as it relates to established standards; assessment of duties adjunct to their regular assignments; and established procedures for ascertaining that teachers are maintaining suitable control and learning environments. Probationary cer-

tificated teachers are to be evaluated annually, permanent certificated teachers will be evaluated biennially. A written evaluation must include, if necessary, areas of teacher's performance which need to be approved.

A recent survey indicated that 22 teacher preparation institutions believe they have competency-based teacher education programs. Investigation into performance certification has begun but is not directly related to the above activities.

COLORADO

Colorado is investigating the concept and is watching the developments elsewhere hoping to profit from their successes. At this time no plans have been made in the performance area, although a seminar on performance-based certification was held in Denver in conjunction with the Regional Interstate Project.

CONNECTICUT

Two state-wide conferences on teacher preparation were held in 1971 with a cross-section of Connecticut citizenry participating. An Ad Hoc Commission for Certification Review was formed and made several recommendations in January, 1972, as follows:

1. Establish a process of performance evaluation for all certified personnel in Connecticut public education.

2. Establish that the initial year of service in any position requiring certification be a year of supervised internship.

3. Provide for special internships for those who may not have required degrees or course credits, but who can meet specialized needs.

4. Disseminate information about equivalents to specific requirements, and other alternate routes to certification, including service in non-public schools.

5. Eliminate the mandatory fifth year requirement for standard certification for teaching positions and the sixth year requirement for standard certification for other professional positions. As part of the performance evaluation of each individual, an appropriate program of professional improvement shall be individually prescribed.

6. Create a Task Force to draw up Guidelines which would be state-wide in application and which would spell out in greater detail the process by which state and local education personnel can carry out these recommendations.

The Task Force on Performance, Evaluation and State Certification of School Personnel was then formed, consisting of thirty members including public school classroom teachers, administrators, higher education personnel, private school representatives, college students, and members of the general public.

In August, 1972, the Task Force submitted recommended guidelines for certification. It was suggested that the first year of service of an individual in any professional position in which he has not previously served will be considered an internship. The intern is a salaried member of the professional staff and is entitled to all benefits accruing to certified personnel. Internship licenses may be granted in three categories:

I. Interns who have completed an approved program

II. Interns who hold a baccalaureate degree but have not completed an approved program of teacher preparation

III. Special interns who do not hold a bachelor's degree but possess unusual skills.

Three types of certification were recommended after internship: Special, Provisional, and Standard. The sequence after internship is to acquire a Provisional Certificate, then the Standard Certificate. Special certificates are for successful special interns. A Provisional Certificate can be obtained after a Special Certificate upon completion of an approved degree program. Performance evaluation is the basis for issuance of each certificate, and all performance evaluation will be by local committees consisting of teachers, administrators, and community representatives.

Professional educators prepared outside Connecticut who start their professional careers in Connecticut, and those holding the equivalent of a Provisional Certificate will be issued an Internship License.

Currently, public hearings on the recommended guidelines are being held throughout the State. Ultimately, the State Board of Education will decide the future of the document.

DELAWARE

A proposal is now before the state legislature to change certification standards. The State Department investigated performance certification and prepared a first draft of a proposal for certification standards. Performance-based certification appears to relate particularly to adult, trades, and industrial education. Probably the colleges will verify their graduates' qualification for a certificate. A second draft of the recommendations will be submitted for field evaluation.

DISTRICT OF COLUMBIA

The District is moving toward performance-based teacher certification but has no estimated dates for implementation. Presently the local districts contribute to certification standards by adding any requirement desired at the local level. This procedure is anticipated to remain intact within a performance-based system.

FLORIDA

This state is conducting one of the strongest performance movements in the nation. The Florida Center For Teacher Training Materials is cataloging and reviewing training materials that promote the development of teacher competencies. The Florida Project, consisting of a consortium of teacher education institutions throughout the state, is collecting and reviewing Protocol materials that are being developed nationally. The Catalog of Competencies Project is developing an open-ended, comprehensive catalog of teaching competencies under the direction of Florida State University. A Center for Reproduction and Dissemination of Training Materials is being established. Several orientation and training sessions are being conducted throughout the state.

Utilizing an approved program approach to performance-based teacher certification, Florida is in the process of adopting state program approval standards which require the establishment of performance criteria within individual programs.

GEORGIA

The Office of Instructional Services submitted a proposal

to the State Board of Education for development of a long-range plan for achieving competency-based teacher education and certification. Phase one of the proposal provides that the first nine months will be spent in developing a five-year plan for moving to competency-based teacher education and certification. The plan will be developed by a task force representing colleges, public schools, and the State Department, and will be submitted by June 1973. The second phase will consist of identification and development of competencies needed to be an effective teacher. The third phase will consist of the implementation of the project in all Georgia colleges preparing teachers in the selected areas. Phase one of the proposal has been approved by the State Board.

HAWAII

The State of Hawaii is interested in the performance-based certification and teacher education program. Presently, they are in the discussion and research stage.

IDAHO

A committee has been appointed to study the question and make recommendations. No specific program has been adopted by the state but there are several performance-based teacher education programs.

ILLINOIS

A Task Force was established to study the area and issued a report in May 1972. The report contains the following major propositions:

1. Performance expectations and assessment shall be the principle basis for approval of pre-service and in-service teacher education programs and for teacher certification in the State of Illinois.

2. Teacher certification in the State of Illinois shall have a broad base of involvement which includes teacher educators, academicians, school personnel, students, and lay citizens.

3. Three levels of certification issuance will be provided: (1) an initial certificate (2) a continuing certificate, and (3) renewal of the continuing certificate.

4. Approved public school plans involving continuous performance assessment of teachers will be required for continuing and renewal certification.

5. A select number of university centers will be designated to perform certification assessment - recommending

responsibilities and to provide alternative routes to certification.

INDIANA

This state is currently reviewing basic certification patterns and has discussed performance-based certification. Indications are that this is not the direction they will take at the present time, but they will wait and see what develops elsewhere.

IOWA

There is preliminary investigation of the area and guidelines are being developed.

KANSAS

Competency-based certification is currently being studied and workshops and conferences have been held. The second phase of their investigation involves a more comprehensive study by the Professional Standards Committee.

KENTUCKY

Very little has been developed in terms of performance-based certification, however, two performance-based teacher education programs are being developed.

LOUISIANA

This state recently adopted new certification standards which might lead to performance-based teacher education. At the present time a Task Force is studying competency-based teacher education curricula.

MAINE

This state is moving toward performance-based teacher education and certification, but presently only in a preliminary stage. Teacher education institutions are being asked to determine how performance criteria can be incorporated into programs.

MARYLAND

Several models have been established in the colleges, with workshops being conducted across the state in performance-based teacher education. Members of the Office of Certification and

Accreditation have initiated a study of competency-based teacher education.

MASSACHUSETTS

The Massachusetts Study of 1969, sponsored by the Massachusetts Advisory Council on Education, recommended that certification be based on demonstrated knowledge and professional performance rather than transcipt record. In 1972, the Board of Education filed the Teacher Education, Certification and Placement Bill which is now in the legislature. The Bill was developed by the professional standards advisory committee which is representative of the total educational community.

The Bill calls for issuance of two year provisional and permanent certificates. The provisional certificate is based on completion of a traditional teacher education program. In order to receive advanced certification the teacher would be evaluated on the job by an evaluation committee. Each evaluation committee would consist of three persons, one of whom would be appointed by the school committee (employer), one nominated by the local education association, and the third appointed by the other two members of the evaluating committee. The teacher would be evaluated in terms of his professional growth and performance, with the evaluation being based on criteria determined by the board.

MICHIGAN

The Michigan State Department of Education developed a policy statement in October 1971 that recommended a performance-based certification system. A possible structure, based on their current certification pattern, was outlined as follows:

1. Formal preparation: The adaptation to a competency-based system will be the inclusion in college preparation programs of actual competency determinations and the development of learning modules.

2. Apprentice or Intern Certification: The candidate could be given a license as an apprentice or intern, valid for at least one and not more than three years during which time the applicant can demonstrate that he is able to perform in an actual classroom setting. Competencies must be assessed prior to a joint college-school district recommendation for the first level of formal certification, the provisional certificate.

3. Provisional Certificate: This is valid for six years and can be extended once for an additional three years. Presumably a joint teacher education association-administrator-school board judgement will be required following a joint assessment of competency.

4. Continuing Competence: The Certification Code currently authorizes a permanent or continuing certificate following completion of additional credit and experience. Previous level competencies could be used, and they would differ not in kind but in the level of mature performance required for the maintenance of a continuing certificate. The same system of competency assessment would then become related to tenure decisions, including demotion or discharge.

The Michigan State Board of education formally endorsed the principle of competency-based certification in October 1971. The Governor endorsed the approach in his budget message and requested special funding. It is anticipated that EPDA B-2 grant monies will be used to support one competency-based preparation program.

MINNESOTA

Current regulations for the various certificates are being revised mostly in competency terms, and colleges must state the specific competencies expected of the teacher for the initial certificate. A Continuing Certificate, valid for five years, is issued after the Entrance Certificate and is based on the achievement of 120 renewal units.

Local Committees are being established for each Minnesota public school district with membership as follows:

(1) Four fully-certificated persons to be elected by the certificated teaching faculty and non-administrative service personnel.

(2) Two fully-certificated persons representing the elementary and secondary administration and elected by the certificated administrators.

(3) One resident of the district designated by the local board of education.

Among the duties of the Local Committee are to determine the number of renewal units to be granted for experiences, act upon requests for recommendation for renewal of the Continuing Certificate, and endorse the application for renewal of the Continuing Certificate. The endorsement of the superintendent is also necessary before the certificate is issued by the State Department.

MISSISSIPPI

Much interest has been expressed within the state and some colleges are investigating, but there is no activity at the state level.

MISSOURI

Missouri is not doing anything in the performance area at this time, but something might be done about this in the future according to their State Department.

MONTANA

One institution is currently active in attempting to devise performance-based criteria for teacher education. In the area of certification, the State Department is not attempting to develop a method of employing performance-based standards although they hope to arrive at policies which are flexible enough to enable future adoption. They are looking at professional peer evaluation, probably of quite a subjective nature, as the only presently practical means of ascertaining classroom competence.

NEBRASKA

Several years ago the competency concept was accepted as an alternative but it is not mandatory. A number of colleges have performance-based programs and a workshop will be held in the spring. Present regulations are flexible enough to permit performance-based teacher education, but state-wide performance-based certification is not likely in the near future.

NEVADA

An ad hoc committee was appointed by the State Board to study the area and make recommendations. Legislation may be passed in January to mandate some direction.

NEW HAMPSHIRE

No plans for performance-based certification, but some activity in teacher education.

NEW JERSEY

In January of 1969, the New Jersey Board of Examiners held a "listening post" at which time the concept of performance-based certification was recommended. In June of 1970 sixteen Task Forces were developed, one for each main area of certification, to identify and specify the teaching performance criteria specific to their area and those common to all teachers. The Task Forces consist of teachers, college personnel, administrators and college students.

This Performance Evaluation Project has been in operation for two years and now is in the process of refining the criteria and seeking broad feedback from the state. The Task Forces plan to begin field testing of the criteria during the coming year. State-wide discussion is now centered on alternative models for performance-based teacher certification.

NEW MEXICO

This state is developing a competency-based system and they hope to have models in the school systems in the fall. Details are now being developed.

NEW YORK

There is a strong move toward performance-based certification in New York State. A report to the "Fleischmann Commission" recommended performance-based certification with a five-to-eight year period for research and pilot program development.

Four process standards have been established to be utilized for the development of pilot projects. The standards require the establishment of a policy board made up of representatives of teachers, school districts, colleges, and teacher education students. This group considers the objectives of the schools involved, the competencies teachers need to be successful in that environment, as well as those qualities desirable for all teachers, and acceptable evidence for attainment of competencies. The policy board then will establish individualized programs for the preparation of teachers to meet these criteria. Finally, a management system must be established. Trial projects may be designed for initial or continuing certification or both. The State Department of Education will exercise its legal responsibility for program approval.

At present there are twelve trial projects in accordance with the performance-based certification model.

NORTH CAROLINA

In September 1972, the State Board adopted a program in support of competency-based certification through the development of competency-based teacher education programs. Pilot centers and a catalogue of competencies are being developed, but teacher preparation institutions are expected to develop their own evaluation instruments.

NORTH DAKOTA

No plans to date, but a meeting will be held in December 1972 with the colleges to discuss the subject.

OHIO

Ohio has not developed any working proposals concerning performance-based certification, but has provided the opportunity for colleges to develop performance-based teacher education programs. Their regulations encourage innovative teacher-education programs which assure those experiences leading to a demonstrated competency on the part of its graduates consistent with the expectancies of a candidate seeking certification as a teacher, administrator or supervisor.

OKLAHOMA

Oklahoma has expressed some interest in the performance-based certification movement and held a conference in April 1972. The Professional Standards Board is planning an all-day meeting sometime in the spring of 1973 on performance-based teacher education. Several colleges have performance-based elements in their programs, some of which are Teacher Corps and at the graduate level.

OREGON

Revised certification rules in Oregon have opened the door to competency-based teacher education and certification within the approved program approach. The new rules, which became effective in October 1972, state that individualized teacher preparation programs based upon demonstrated competency are encouraged by the Oregon State Board of Education. Teacher education institutions may waive part or all of the current course requirements in accordance with individual candidate's previous experience and demonstrated competency. The change from traditional to the new mode is expected to be gradual and of a transitional nature rather than an abrupt turnabout.

PENNSYLVANIA

This state is employing what they call a "grass roots" approach in requesting each college and university to particularize the competencies related to each preparation program. Standard III of their State Standards requires that "the institution shall identify the role and role competencies for each school position for which preparation programs of certification have been submitted."

Each college had been asked to submit by June 1, 1972 a competency-based teacher education program. Task Forces of school

and college personnel will evaluate the competency specifications, recommendations will be forwarded to colleges, and a taxonomy of competencies related to each special teaching area will be developed.

RHODE ISLAND

The Advisory Committee for certification has organized a committee to study and develop plans for performance-based certification.

SOUTH CAROLINA

Performance certification has been the subject of considerable discussion and study at the State Department level, but no positive steps have been taken in the direction of implementing such a program. They have written into recommendations for a five-year plan for improvement of education a proposal that selected institutions in the state be invited to develop performance evaluation plans, but nothing specifically has been done as yet.

SOUTH DAKOTA

A Certification Advisory Committee was recently established in order to provide greater flexibility for the licensing of teachers in South Dakota. This committee agreed on performance criteria and the competency approach. A recommendation concerning investigation of a competency-based model was issued by the Committee and approved by the State Board of Education in May 1972. A project officer has been appointed and plans are being developed.

TENNESSEE

The movement in this state is strongly toward performance-based teacher education, and the State Board of Education has a committee working on a study of performance-based teacher certification which will be completed about June 1974. Currently, there are a few performance-based teacher education programs in operation.

TEXAS

In 1969 the State Board of Education appointed a Task Force to study the preparation and certification of professional personnel which serve public schools of Texas. Two series of regional conferences which covered the entire state were held to obtain reactions from practicing professional personnel. The Task Force recommended competency/performance-based teacher preparation programs and a five year transition period ending September 1, 1977.

The 61st Texas Legislature passed Senate Bill 8 which establishes the joint responsibility between colleges/universities, public schools, and the state for the student teaching program. In 1970 the Texas Performance Based TTT Project began, emphasizing: performance-based teacher education, the Teacher Center (involving elementary-secondary education, higher education, education service centers, and the community), and education renewal.

The Project consists of a state coordinating unit, a national coordinating unit (AACTE), and four teacher centers. In 1971 the Texas Educational Renewal Center, Texas Information Services, and Dallas Teacher Training Complex were added. In 1972-73 seventeen teacher centers will be operational with emphasis on performance-based teacher education and cooperative efforts in each center.

UTAH

The major thrust in Utah is development of performance-based teacher education programs. A Task Force has been appointed and tentative plans have been completed for state-wide implementation of performance-based teacher education. Five of the six teacher preparation institutions in the State are committed in some degree to competency education and some programs have been operating for several years.

A set of performance criteria was recently adopted at the state level. Prerequisites to a Basic Media Endorsement are a bachelor's degree and a teaching certificate. An examination for proficiency conducted by a recommending institution (with an approved certification program) is then administered. The recommending institution is free to determine how the competency will be demonstrated or ascertained, but a candidate may request an opportunity to demonstrate a competency whenever he feels he is ready. Competencies may be demonstrated one at a time. Candidates who perform satisfactorily will be considered as having met the endorsement requirement regardless of the route taken to obtain the competency. State performance criteria in other areas have not been adopted.

VERMONT

A Local School District may develop a program for the in-service training and professional advancement of its staff and may apply to the State Department of Education for approval to recommend issuance and renewal of all certificates at the local level. The appropriate certificate will be issued by the State Department of Education.

The Local District must submit evidence that the teachers, school board, and administrative personnel have participated in the planning and development of the program. The local program must

include provision for job description, task analysis and performance criteria for all educational personnel. An approved program approach is in effect for college teacher preparation programs.

VIRGINIA

A steering committee has been appointed to study the concept.

WASHINGTON

The State of Washington has established a new set of process standards for approval of teacher preparation programs effective September 1, 1971. Under these standards, preparation programs are to be developed and implemented by a consortium of agencies. Each agency will designate its own representative (s) and clarify with that (those) representative (s) his (their) authority in acting in behalf of the agency. The agencies in a consortium shall be colleges and universities, school organizations and professional associations.

The professional association, determined by the total faculty of certified employees in a school organization in accordance with state law election procedures, shall have the responsibility of providing opportunity for input from all other specialized and subject matter associations. The school organization represents parents, local boards, and administration.

The consortium is to describe roles to be assumed by the person to be granted a specific certificate, and identify and state the rationale for the competencies required of persons who plan to perform the described roles.

Thus far the State Superintendent has received 37 letters of intent to form consortia, but a letter of intent does not obligate any agencies. A few consortia have submitted drafts of program components to the state office for reaction and are planning to submit complete program proposals in the near future. The State Department of Education has not as yet approved a new preparation program based on the 1971 regulations.

WEST VIRGINIA

A subcommittee of the Advisory Council on Teacher Education and Certification was appointed to examine the feasibility of performance-based certification. One workshop has been held and another is planned for January 1973. The State is looking toward revising standards to support performance-based teacher education.

WISCONSIN

Currently developing models in performance-based teacher education. The Wisconsin Department of Public Instruction is interested in developing a model for competency-based teacher certification.

WYOMING

Currently there are no plans for performance certification. There is only one four year institution with a teacher education program and it is not performance-based. The State Department is interested in keeping informed, however, and has visited performance-based teacher education programs operating in another state.